

Grants to Integrate Schools and Mental Health Systems

CFDA #84.215M

Information and Application Procedures for Fiscal Year 2005

OMB No. 1890-0009 Expiration Date: [06/30/2005]

Application Deadline: May 16, 2005



Frequently Asked Questions
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U.S. Department of Education

Office of Safe and Drug-Free Schools

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April 8, 2005

Dear Colleague:

Thank you for your interest in applying for the Grants to Integrate Schools and Mental Health Services program (84.215M) administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

This grant competition will provide funds to state educational agencies, local educational agencies, and Indian tribes to improve students' access to mental health services by creating innovative linkages between school systems and mental health systems. Each program will enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students; enhance crisis intervention services; provide professional training; provide technical assistance to systems and families; ensure linguistically appropriate and culturally competent services; and evaluate the effectiveness of the program.

We look forward to receiving your application for support under the Grants to Integrate Schools and Mental Health Services program.

Sincerely,

Deborah A. Price
Assistant Deputy Secretary

Overview

We will award grants under this competition to increase student access to high-quality mental health care by developing innovative approaches that link school systems with the mental health systems.

Authority

This grant program is authorized under Title V, Part D, Subpart 14, Section 5541 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Public Law 107-110).

Note to Applicants

This is a complete application package for Grants for the Integration of Schools and Mental Health Systems. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for this grant.

The official document governing this competition is the Closing Date Notice published in the Federal Register on April 6, 2005. This notice also is available electronically at: www.ed.gov/legislation/FedRegister and www.access.gpo.gov/nara.

Applicants should clearly indicate in Block #4 of the Standard Form 424, the CFDA number and alpha suffix of this competition 84.215M.

Applicable Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this application package:

- 34 CFR Part 74 (Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations)
- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 84 (Government-wide Requirements for Drug-Free Workplace Financial Assistance)
- 34 CFR Part 85 (Government wide Debarment and Suspension (Nonprocurement))
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)
- 34 CFR Part 299 (General Provisions)

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Eligibility

Eligible applicants are state educational agencies (SEAs), local educational agencies (LEAs), and Indian tribes. LEAs or consortia of LEAs that have ever received funds or services under

the Safe Schools/Healthy Students Initiative (CFDA Number 84.184L), or will receive funds under the FY 2005 competition for CFDA Number 84.184L, are not eligible for funding under this program.

Project Period

The project period for this grant is for up to 18 months. No continuation awards will be provided. Budgets should be developed for up to a single 18-month period.

Estimated Range of Awards

We estimate that we will make an estimated 20 awards under this grant program. Projects will be funded for approximately \$150,000 to \$350,000 depending on the scope of the project. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

Application Due Date

All applications must be postmarked on or before May 16, 2005 to be eligible for review. Applications delivered by hand must be received by the U.S. Department of Education Application Control Center no later than 4:30 PM Eastern Standard Time (EST) on May 16, 2005. Applications may also be submitted electronically through the Department's e-Applications system. Applications may not be emailed or faxed.

Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, we announce such a change in a notice published in the Federal Register. Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the section under e-Applications.

Unique Applications

Information submitted in response to the scoring criteria should be specific to the applicant's state, district, or Indian tribe and should not be identical or substantially similar to other applications. Identical or substantially similar applications are not responsive to the scoring criteria.

D-U-N-S Number Instructions

A D-U-N-S number is required on the ED 424 Form. If you do not currently have a D-U-N-S number, you can obtain one at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: <https://eupdate.dnb.com/requestoptions.html?cmid=EOE100537>.

The D-U-N-S number is a unique nine-digit number that does not convey any information about the recipient.

Paperwork Burden Statement

According to the paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1890-0009. The time required to complete the information collection is estimate to average 25 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW Room 3E318, Washington, DC 20202-6450.

I. THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service deliver, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

GOAL 1: Create a culture of achievement

GOAL 2: Improve student achievement.

GOAL 3: Develop Safe Schools and Strong Character.

GOAL 4: Transform Education into an Evidence-Based Field.

GOAL 5: Enhance the quality and access to Postsecondary and Adult Education.

GOAL 6: Establish Management Excellence.

The Secretary has established the following key performance measures for assessing the effectiveness of the Grants for the Integration of Schools and Mental Health Systems:

- a) The percentage of schools served by the grant that have comprehensive, detailed linkage protocols in place will increase; and
- b) The percentage of school personnel served by the grant trained to make appropriate referrals to mental health services will increase.

These two measures constitute the Department's indicators of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these two outcomes in conceptualizing the approach and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their performance and final reports about progress toward these goals. The Secretary will also use this information to respond to the evaluation requirements concerning this program established in Section 5541(f) of the ESEA.

II. TIPS FOR APPLICANTS

A. Before you Begin

- Read this application package carefully and make sure you follow all of the instructions
- Use the tools we have provided to help you including
 - Frequently Asked Questions in this application package
 - How to apply for a grant on our web site at www.ed.gov/offices/OSDFS
- Ask questions of the program contact if you don't understand how to proceed. Technical assistance will be provided about what is and is not allowable under this program.

B. Preparing your Application

- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so staff can easily determine how the funds will be spent.
- Link your planned expenditures to the goals and objectives of your program. Do not request funds for miscellaneous purposes and make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

C. Submitting your Application

- Use the checklist provided in this application package to make sure your application is complete before submitting it.
- Make sure all required forms are included and signed by an authorized representative of your organization.
- Transmit your application by the deadline date. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt. If you use e-applications, follow the instructions on the e-Application web site.

D. What Happens Next?

- In approximately two weeks (depending on the volume of applications) you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number. Please refer to this number if you need to contact us about your application.
- OSDFS staff screens each application to ensure that all program eligibility requirements are met and all forms are included.
- Your application will be assigned to a three-person panel of expert reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria.
- A grant award document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the peer review comments.

III. GENERAL INFORMATION AND REQUIREMENTS

Definitions

The following definitions apply to this competition:

Local Educational Agency (LEA) is defined as:

- (a) A public board of education or other public authority legally constituted within a State for either administrative control of or direction of, or to perform service functions for public elementary or secondary schools in:
 - (1) A city, county, township, school district, or other political subdivision of a State; or
 - (2) Such combination of school districts or counties a State recognizes as an administrative agency for its public elementary or secondary schools; or
- (b) Any other public institution or agency that has administrative control and direction of a public elementary or secondary school.
- (c) An elementary school or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.
- (d) Educational service agencies and consortia of those agencies.
- (e) The State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

State Educational Agency (SEA) means the State board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a State. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law.

A local mental health authority is defined as the entity legally constituted (directly or through contract with the State mental health authority) to provide administrative control or oversight of mental health services delivery within the community.

A juvenile justice authority is defined as the agency or entity at the local level that is officially recognized by State or local government to address juvenile justice system issues in the communities to be served by the grant. Examples of juvenile justice agencies include, but are not limited to, juvenile justice task forces; juvenile justice centers; juvenile or family courts; juvenile probation agencies; and juvenile corrections agencies.

Grantee Meetings

All applicants must budget for attendance by one person at a grantee meeting in year one, which will last two days. Additionally, all applicants must budget for attendance by two people at the annual OSDFS National Conference, which will last three days. These meetings will usually be held in Washington, DC. Grant funds may be used to pay for all costs associated with attendance at these meetings including transportation, hotel, and per diem.

IV. BACKGROUND

Research shows that almost 21% of American youth ages 9-17 suffer a diagnosable mental health problem or addictive disorder that impairs their everyday functioning, which may include academic achievement.¹ These serious mental health problems can manifest in many ways and range in the severity of symptoms and levels of functioning, which can also fluctuate over time. A variety of risk and predictive factors affect mental health, including a complex combination of both biological factors, such as genetics, biological abnormalities, and toxic exposures, and social-environmental factors -- trauma or stressful life events, adversity, parental depression, and child maltreatment.²

Children can suffer from many mental health conditions that affect regular functioning. Children may suffer from only one condition at any given time or may have simultaneous co-occurring conditions. Common problems include attention-deficit disorder and attention-deficit/hyperactivity disorder, anxiety disorders (a category that includes separation anxiety disorder, social phobia, and general anxiety disorder), disruptive disorders (a category that includes conduct disorder and oppositional defiant disorder), and depression and other mood disorders that can increase a child's risk for suicide.²

While some disorders are less common, affecting less than five percent of the population, 20% of young adolescents in a recent study reported having symptoms of depression.³ Other population studies have shown that at any point in time, 10 to 15 percent of the population suffers from some symptoms of depression.⁴ Girls have higher depression rates than boys.

Depressed children are at a significantly increased risk for committing suicide than their non-depressed peers.⁵ The 2001 suicide rate for US high school students (ages 13-19 years old) was 6.4 per 100,000 population. Despite its fairly infrequent occurrence, suicide is the seventh leading cause of death for children ages 5-14 and the third leading cause of death for adolescents ages 15-24 (those in the older end of the age bracket are more likely to commit suicide).⁶ According to the 2003 Youth Risk Behavior Survey (YRBS), about 17% of youth between ninth and twelfth grades surveyed reported seriously contemplating attempting suicide. Almost 17% of youth surveyed reported making a suicide plan and almost nine percent reported actually attempting suicide; three percent reported a suicide attempt that required medical

1 Shaffer D, Fisher P, Dulcan M, et al. The second version of the NIMH Diagnostic Interview Schedule for Children Version 2.3 (DISC-2.3): Description, acceptability, prevalence rates, and performance in the MECA study. *Methods for the Epidemiology of Child and Adolescent Mental Disorders Study. Journal of the American Academy of Child and Adolescent Psychiatry.* 1996;35(7):865-877.

2 US Department of Health and Human Services. *Mental Health: A report of the Surgeon General. Children and Mental Health.* Rockville, MD: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health, 1999.

3 Saluja G, Iachan R, Scheidt P, et al. Prevalence of and risk factors for depressive symptoms among young adolescents. *Archives of Pediatric and Adolescent Medicine.* 2004;158(8):760-765.

4 Smucker M, Craighead W, Craighead L, Green B. Normative and reliability data for the Children's Depression Inventory. *Journal of Abnormal Child Psychology.* 1986;14:25-39.

5 Shaffer D, Fisher P, Dulcan M, et al. The second version of the NIMH Diagnostic Interview Schedule for Children (DISC-2). *Journal of the American Academy of Child and Adolescent Psychiatry.* 1996;35(7):865-877.

6 US Department of Health and Human Services, Centers for Disease Control and Prevention. National Center for Health Statistics. *Health, United States, 2004 With Chartbook on Trends in the Health of Americans.* Hyattsville, Maryland: 2004.

attention. Females were more likely to report contemplating and attempting suicide, as well as requiring medical attention after a suicide attempt.⁷

These are among the most serious conditions and situations. However, mental health issues are not limited to those who have a diagnosed disorder or whose symptoms fit specific diagnostic criteria. There is a continuum of problems, which children can move through at different times and different ages with varying levels of severity. According to the 2003 YRBS, almost 30% of youth report feeling so sad or hopeless every day for at least two weeks that they stopped some of their normal activities.⁷ Bullying, often portrayed as a social or behavioral problem, can be a predictor of more serious problems. A recent study showed that youth who were involved in bullying, either as the aggressor or the victim, were twice as likely to report depressive symptoms than other youth.³ Likewise, substance abuse can indicate depression; in the same study, youth who used substances reported more depressive symptoms than their counterparts.³

Mental health problems and their associated behaviors can have serious and far-reaching consequences for children and adolescents, on areas such academic achievement and the ability to function well in school. Clearly, if children are focused on mental health problems, they cannot focus as well on school tasks. These problems also can continue as children grow into adulthood. Seventy percent of depressed children will have a relapse by adulthood.² Children who are frequently bullied have higher rates of depression as young adults than their non-bullied peers⁸ and bullies are more likely to be involved in crimes as adults.⁹ Unless addressed, many children's mental health issues are not cured, improved, or reversed as they age. Many will carry these issues into adulthood, which can affect educational opportunities, future job prospects and performance, relationships, and family dynamics.

Just as children have a continuum of mental health problems and needs, a comprehensive array of services on a continuum is required to address these problems and needs. A preventive, or public health, framework to mental health services provides a multi-layered approach to children's mental health services, recognizing the importance of the continuum of needs and services, which may include primary prevention and education, screening and detection, treatment, follow-up and crisis services, and case management if necessary. The President's New Freedom Commission on Mental Health (the Commission) advocated for this approach in its recent report.¹⁰

Despite the need for an array of services, many children's mental health needs go unmet. A recent study showed that 80% of children and adolescents aged 6-17 years defined as requiring mental health services did not receive the necessary services.¹¹ Others who do not qualify as

7 Centers for Disease Control and Prevention. *Surveillance Summaries*, May 21, 2004. MMWR 2004;53(No. SS-2).

8 Nansel TR, Overpeck M, Pilla RS, Ruan WJ, Simons-Morton B, Scheidt P. Bullying behaviors among US youth: prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*. 2001;285(16):2094-100. Also see: Snyder J, Brooker M, Patrick MR, Snyder A, Schrepferman L, Stoolmiller M. Observed peer victimization during early elementary school: continuity, growth, and relation to risk for child antisocial and depressive behavior. *Child Development*. 2003;74(6):1881-98.

9 Fight Crime: Invest in Kids. Bullying Prevention is Crime Prevention. Washington, DC: Fight Crime: Invest in Kids, 2003.

10 President's New Freedom Commission on Mental Health. Achieving the Promise: Transforming Mental Health Care in America. Accessed from <http://www.mentalhealthcommission.gov/reports>.

11 Kataoka S, Zhang L, Wells K. Unmet need for mental health care among US children: Variation by

needing services may also be neglected, potentially allowing problems to escalate or cause persistent disruption in the functioning of a classroom of a school. A public health approach to mental health services would provide professionals the tools to address not only the demands of the highest need students, but also those at-risk or who are otherwise need help. Additionally, this approach allows for schools to make changes to their own systems and policies to allow the most flexible and accommodating approaches possible for students and faculty.

Schools play and have the potential to play a large role in helping students and families prevent, detect and address mental health problems. For students who do access mental health services, one study showed that between 70 to 80 percent of them did so through the education sector.¹² Teachers and school staff can play a critical role in helping to identify children with mental health problems that can affect school performance and behavior.¹³ Yet, teachers may know neither when an issue is of major concern nor how to address that issue.⁶ For example, many teachers may not know to look for signs of depression that are unique to children, such as the presentation of physical symptoms (i.e. stomach aches). Teachers may also be unaware of community resources available outside the school setting.¹⁴ Linkages to mental health services, combined with a system public health approach including professional training, are critical in helping schools meet the range of students' mental health needs.

Indeed, the Commission, in its 2003 report *Achieving the Promise: Transforming Mental Health Care in America*, found that schools "are in a key position to identify mental health problems early and to provide a link to appropriate services." Additionally, "strong school mental health programs can attend to the health and behavioral concerns of students, reduce unnecessary pain and suffering, and help ensure academic achievement."⁹ The Commission recommended that school-based mental health programs be improved and expanded. They state: "The key to improving academic achievement is to identify mental health problems early and, when needed, provide appropriate services or links to services," citing the imperative that "...our Nation adopt a comprehensive, systematic approach to improving the mental health status of children."⁹

However, schools have neither the resources nor the expertise to alone address the complex mental health needs of students. Grants for the Integration of Schools and Mental Health Systems will enable schools to improve their approaches to meeting the mental health needs of children by increasing linkages to qualified community partners, such as local mental health and juvenile justice authorities, improving professional training, and accelerating and increasing the development and translation of evidence-based research into practice. If applicable, these systemic changes in the way that schools currently understand and address children's mental health should reflect a broader approach at the community and state levels, such as though integration with key partners and stakeholders as well as other funding streams. Through a comprehensive, integrated approach to children's mental health, the United States can better address the mental health needs of children.

ethnicity and insurance status. *American Journal of Psychiatry*. 2002;159:1548-1555.

12 Burns B, Costello E, Angold A, et al. Children's mental health service use across service sectors. *Health Affairs*. 1995;14(3):147-159.

13 Puura K, Almqvist F, Tamminen T, et al. Children with symptoms of depression—What do the adults see? *Journal of Psychology and Psychiatry*. 1998;39(4):577-585.

14 Ford T, Nikapota A. Teachers attitudes towards child mental health services. *Psychiatric Bulletin*. 2000;24:457-461.

V. APPLICATION INFORMATION AND SELECTION CRITERIA

Absolute Priority

For FY 2005 this priority is an absolute priority. Under 34 CFR 75.105 (c)(3) we consider only applications that meet this priority. This priority is:

Increasing student access to quality mental health care by developing innovative approaches to link local school systems with the local mental health system. A program funded under this absolute priority must include all of the following activities:

- (1) Enhancing, improving, or developing collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.
- (2) Enhancing the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.
- (3) Providing training for the school personnel and mental health professionals who will participate in the program.
- (4) Providing technical assistance and consultation to school systems and mental health agencies and families participating in the program.
- (5) Providing linguistically appropriate and culturally competent services.
- (6) Evaluating the effectiveness of the program in increasing student access to quality mental health services, and making recommendations to the Secretary about sustainability of the program.

Additional Requirements:

- (a) Coordination of Activities: Recipients funded under this competition will be required to coordinate activities under this program with projects funded under the Department of Health and Human Services' Substance Abuse and Mental Health Services Administration's Mental Health Transformation State Infrastructure Grants (MHTSIG), if a grantee's State receives a MHTSIG award. If a recipient of a grant under this program also has received or receives a Department of Education Emergency Response and Crisis Management (ERCM) grant (CFDA 84.184E), the recipient must also coordinate mental health services activities under this grant with those planned under its ERCM grant.
- (b) Application Requirements: Applicants for an award under this program must develop and submit with their application a preliminary interagency agreement (IAA). The preliminary IAA submitted with application must contain the signatures of an authorized representative of (1) one or more SEAs or LEAs or Indian tribes; (2) one or more juvenile justice authorities; and (3) one or more State or local public mental health agencies. At a minimum, the preliminary IAA submitted with the application must include the following information that details the work to be completed should the applicant receive a grant award under this competition:
 - (1) The designation of a lead agency that will direct, in compliance with section 5541(e) of the ESEA, the establishment of the grantee's final interagency agreement among LEAs, juvenile justice authorities, mental health agencies,

and other relevant entities in the State, in collaboration with local entities and parents and guardians of students;

- (2) Commitment of the parties in the applicant's preliminary IAA to participate in the development of the final interagency agreement described in (1). The final interagency agreement must specify, with regard to each participating agency, authority, or entity—
 - Financial responsibility for the services that it will provide as part of the program;
 - Conditions and terms of responsibility for the services, including quality, accountability, and coordination of services;
 - Conditions and terms of reimbursement with and among the other agencies, authorities, or entities that are parties to the interagency agreement, including procedures for dispute resolution; and
 - Policies and procedures to ensure appropriate parental or caregiver consent for any planned services, pursuant to state or local laws or requirements.
- (3) A statement that the parties in the preliminary IAA will complete the required final IAA and submit it to the U.S. Department of Education no later than 12 months after the award date.
- (4) An assurance that:
 - Persons providing services under the grant will be adequately trained to provide such services;
 - Services provided under the grant will be consistent with the six requirements in the absolute priority;
 - Teachers, principal administrators, and other school personnel will be made aware of the program; and
 - Parents of students participating in services under the program will be involved in the design and implementation of the services.

Applications that fail to include the required preliminary IAA (with required content and signatures) will not be submitted for peer review.

SELECTION CRITERIA

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100. The maximum score for each criterion is indicated in parentheses. **[Note: The criteria contain weighted subcriteria. Applicants must address each subcriterion to qualify for the maximum number of points for each criterion.]**

1. Significance (25 points)

In determining the significance of the proposed project, the following factors will be considered:

- (a) The likelihood that the proposed project will result in system change or improvement. (15 points)

- (b) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (10 points)

(Note: Under this criterion, we are looking for a description of the extent to which the applicant addresses the potential for ultimate system change or improvement regarding the linkages between schools and mental health systems. The applicant must describe the extent to which its program will increase access to quality mental health services for students.

The applicant is encouraged describe how they will address the various components of a public health framework, such as training and education of school professionals, prevention, detection and screening, treatment, and case management when necessary. In this section, the applicant may also describe the target population and needs, as well as the current mechanisms for addressing mental health problems for students and the existing assets and resources available in that community.

2. Quality of the Project Design (35 points)

- (a) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (20 points)
- (b) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (15 points)

(Note: Under this criterion, we are looking for a thorough description of the project, including how the applicant will meet the required components of the absolute priority: 1) Enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students; 2) Enhance the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services; 3) Provide training for the school personnel and mental health professionals who will participate in the program; 4) Provide technical assistance and consultation to school systems and mental health agencies and families participating in the program; 5) Provide linguistically appropriate and culturally competent services; and 6) Evaluate the effectiveness of the program in increasing student access to quality mental health services, and making recommendations to the Secretary about sustainability of the program.

In describing the planned program to be funded under this program, the applicant must provide a description of how it will establish a crisis intervention program to provide immediate mental health services to the school community when necessary. In this description, the applicant must explain how the program will support students and the school in maintaining an environment conducive to learning.

The applicant must also describe how their approaches and framework would support and integrate existing school-based services with the program to provide appropriate mental health services for students.

The applicant is encouraged to describe how the persons overseeing the grant and those providing services under the grant are adequately trained for their jobs. The applicant may describe personnel's experience, qualifications, and credentials, if appropriate.

The applicant is encouraged to explicitly describe its plan for involving other partners, specifically parents and caregivers, in the design and implementation of the program. The applicant may describe its approaches to integrate with the mental health and juvenile justice systems to enhance the school's functioning and ability to address these issues in concert with their partners. The applicant may also describe the complete continuum of services to be provided through the planned linkages. In this section, the applicant should describe the role and function of each of their partners, as described in the preliminary Interagency Agreement. We expect that the preliminary Interagency Agreement submitted with the application will outline comprehensive and integrated approaches that will ultimately build local capacity. Other partners may include institutions of higher education or community groups. The applicant may describe how the partners providing services will use evidence-based programs and practice.

3. Quality of Management Plan (15 points)

- (a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (7 points)
- (b) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (8 points)

(Note: Under this criterion, we are seeking a thorough presentation of how the project will be structured and managed. This management plan may also briefly describe how the lead agency plans to collaborate with partners and how this management structure will allow for the incorporation of a diversity of perspectives.)

4. Quality of the Project Evaluation (25 points)

- (a) The extent to which the methods of evaluation are appropriate to the context within the project operates. (15 points)
- (b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 points)

(Note: Under this criterion, we will look at the quality of the applicant's plan to collect reliable data on the GPRA performance measures established by the Integration of Schools and Mental Health Systems Program and to report on the grant's impact on the applicant's systems and approaches for addressing mental health issues. The applicant is encouraged to provide a thorough description of the relationship between the program plan and the evaluation methodology. The results from program evaluations will be used to help the Department of Education evaluate each program carried out by eligible entities and disseminate the findings of evaluations to appropriate public and private entities.

In addition to the required GPRA performance measures, other measures may be considered, depending on the scope of the program, and can include a mix of process and outcome measures. Process measures can provide an ongoing assessment of performance towards program outcomes and should assist the applicant in continuous program improvement. Outcome measures should focus on systems change, rather than on children's services or better mental health outcomes for children, as these cannot be measured during the program period.

Applicants may consider collaboration with other entities to perform an external evaluation on their efforts; however, an external evaluation is not required.)

VI. APPLICATION CONTENTS

Preparing the Application

A completed application for assistance under this competition consists of two parts:

- (1) a detailed narrative description of the proposed project and budget, and
- (2) all forms and assurances that must be submitted in order to receive a grant.

A panel of non-Federal readers with experience in mental health or other child and adolescent development specialties will review each eligible application submitted by the deadline.

The panel will award points ranging from zero (0) to one hundred (100) to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

Organizing the Application

An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. The Department strongly discourages applicants from using “form” applications or proposals that address general rather than specific local needs.

We recommend that applicants organize the information in their application in the following order. All pages should be number consecutively to make review and evaluation easier. Applications should be double-spaced and printed on one side of the paper.

1. Application for Federal Assistance (ED Form 424): Use the Application for Federal Education Assistance (ED Form 424), or a suitable facsimile, to cover the original and each copy of the application.

2. Table of Contents: Include a Table of Contents with page references.

3. Abstract: Include a concise, one-page, double-spaced abstract following the Table of Contents. This is a key element and should include a brief narrative describing: (1) a brief summary of the project goals and objectives; (2) the intended outcomes of the project; and (3) the theoretical or research basis for the project. Clearly mark this page with the applicant's name as shown in Item 1 of ED Form 424 and the title of the project as shown in Item 13 of the same form.

4. Narrative: Narratives should be no more than 30 double-spaced pages. Font size should be no smaller than 11-point type. Narratives must contain evidence that the applicant meets the absolute priority, and should contain and follow in sequence the information requested for each selection criterion. Applicants should review Section V for a discussion of the selection criteria and the chief considerations for this specific competition.

5. Budget Form: Use the Budget Information Form (ED Form 524, Section A) provided in the Appendix of this application package to prepare a budget for the funded project period (eighteen months).

6. Budget Narrative: Include a detailed budget narrative that supports and explains the information provided in the Budget Information Form (ED Form 524). **Use the same budget categories as those on the ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project goals, objectives, and activities.** All expenditures must be necessary to carry out the goals and objectives of the program, reasonable for the scope and complexity of the program, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail to easily understand how costs were determined and if the budget is commensurate with the scope of the project. Applicants must submit separate detailed budgets for each year as shown on the Budget Information Form.

7. Appendices: Appendices should be limited only to what reviewers need to understand or clarify the proposal, or to provide supporting documentation such as personnel qualifications. Be sure to include copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.

8. Assurances and Certifications: Standard Form 424B, ED Form 80-0013, and ED Form 80-0014 must be signed with the original signatures of the person authorized to sign for the institution, and must be included in the application package. **Note:** If 1(b) of Form ED 80-0013 applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. **If your organization does not engage in lobbying, please submit Standard Form LLL and mark N/A on the face.**

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is *not* sufficient to meet this requirement. Applicants must identify potential barriers unique to their community and explain the specific steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments

concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:
U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns
regarding the status of your individual submission of this form, write directly to: Safe and Drug-Free
Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400
Maryland Avenue, SW, Room 3E300, Washington, DC 20202-6123.

VII. APPLICATION SUBMISSION PROCEDURES

Application Transmittal Instructions

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications for grants under the Grants for the Integration of Schools and Mental Health Systems may be submitted electronically or in paper format by mail or hand delivery.

a. Electronic Submission of Applications.

If you choose to submit your application to us electronically, you must use e-Application available through the Department's e-Grants system, accessible through the e-Grants portal page at: <http://e-grants.ed.gov>

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- Your participation in e-Application is voluntary.
- You must complete the electronic submission of your grant application by 4:30 p.m., Washington, DC time, on the application deadline date. The e-Application system will not accept an application for the Grants for the Integration of Schools and Mental Health Systems after 4:30 p.m., Eastern Time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.
- The regular hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday, Eastern Time. Please note that the system is unavailable on Sundays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Eastern Time, for maintenance. Any modifications to these hours are posted on the e-Grants Web site.
- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you submit your application in paper format.
- You must submit all documents electronically, including the Application for Federal Education Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- Any narrative sections of your application should be attached as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format.
- Your electronic application must comply with any page limit requirements described in this notice.
- Prior to submitting your electronic application, you may wish to print a copy of it for your records.
- After you electronically submit your application, you will receive an automatic acknowledgement that will include a PR/Award number (an identifying number unique to your application).
- Within three working days after submitting your electronic application, fax a signed copy of the ED 424 to the Application Control Center after following these steps:

(1) Print ED 424 from e-Application.

(2) The applicant's Authorizing Representative must sign this form.

- (3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the ED 424.
 - (4) Fax the signed ED 424 to the Application Control Center at (202) 245-6272.
- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of System Unavailability: If you are prevented from electronically submitting your application on the application deadline date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

- (1) You are a registered user of e-Application and you have initiated an electronic application for the Grants for the Integration of Schools and Mental Health Systems; and
- (2) (a) The e-Application system is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Eastern Time, on the application deadline date; or
(b) The e-Application system is unavailable for any period of time between 3:30 p.m. and 4:30 p.m., Eastern Time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgement of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under For Further Information Contact (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If the system is down and therefore the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application.

Extensions referred to in this section apply only to the unavailability of the Department's e-Application system. If the e-Application system is available, and, for any reason, you are unable to submit your application electronically or you do not receive an automatic acknowledgement of your submission, you may submit your application in paper format by mail or hand delivery in accordance with the instructions in this notice.

b. Submission of Paper Applications by Mail.

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.215M)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center – Stop 4260
Attention: (CFDA Number 84.215M)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark,
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service
- (3) A dated shipping label, invoice, or receipt from a commercial carrier, or
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you submit your application in paper format by hand delivery, you (or a courier service) must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.215M)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Eastern Time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department:

- (1) You must indicate on the envelope and — if not provided by the Department — in Item 4 of the ED 424 the CFDA number – and suffix letter, if any – of the competition under which you are submitting your application.
- (2) The Application Control Center will mail a grant application receipt acknowledgment to you. If you do not receive the grant application receipt acknowledgment within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6272.

Notes

1. The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.
2. If you send your application by mail or if you or your courier delivers it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgement to you. If you do not receive the notification of application receipt within 15 days from the

date of mailing the application, you should call the U.S. Department of Education Application Control Center at 202-708-9493.

3. If your application is late, we will notify you that we will not consider the application.
4. You must indicate on the envelope and, if not provided by the Department, in Item 4 of the Application for Federal Education Assistance (ED 424 (exp. 10/31/2007)) the CFDA number, and suffix letter, if any, of the competition under which you are submitting your application.
5. If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgement when we receive your application.

Number of Copies of Applications

All applicants are required to submit one signed original and two copies of their applications (**unbound**). To expedite our review of your application, you also are requested to submit one additional copy, but are not required to do so and will not be penalized.

Do not attach anything that cannot be photocopied using automatic processes. Do not attach anything stapled, folded, pasted, or in a size other than 8 ½" x 11" on white paper. Only one side of the paper should have printing. Odd-sized attachments of any kind will not be copied.

VIII. INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. **Note: A copy of the applicant's letter sent to the State Single Point of Contact must be included with their application (on letterhead).**

Any State Process Recommendation and other comments submitted by a State Single Point of Contact (SSPOC) and any comments from State, area-wide, regional, and local entities must be received by July 18, 2005, at the following address: The Secretary, EO 12372—[CFDA #84.215M], U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on July 18, 2005. Please do not send applications to this address.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SSPOC. If you are located within one of these States, you may still send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance or at the following website: www.cfda.gov/public/cat-app4-index.htm.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within one of these States, you may still send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in [Appendix IV of the Catalog of Federal Domestic Assistance](http://www.cfda.gov/public/cat-app4-index.htm). [<http://www.cfda.gov/public/cat-app4-index.htm>]

ARKANSAS

Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 W. 7th Street, Room 412
Little Rock, Arkansas 72203
Telephone: (501) 682-1074
FAX: (501) 682-5206
tracy.copeland@dfa.state.ar.us

CALIFORNIA

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, California 95812-3044
Telephone: (916) 445-0613
FAX: (916) 323-3018
State.clearinghouse@opr.ca.gov

DELAWARE

Sandra R. Stump
Executive Department
Office of the Budget
540 S. Dupont Highway, 3rd Floor
Dover, Delaware 19901
Telephone: (302) 739-3323
FAX: (302) 739-5661
sandy.stump@state.de.us

DISTRICT OF COLUMBIA

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DC Government Office of Partnerships
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414 4th Street, NW
Washington, DC 20001
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marlene.Jefferson@dc.gov

FLORIDA

Lauren P. Milligan
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Florida Dept. of Environmental Protection
3900 Commonwealth Boulevard, Mall Station 47
Tallahassee, Florida 32399-3000
Telephone: (850) 245-2161
FAX: (850) 245-2190
Lauren.Milligan@dep.state.fl.us

GEORGIA

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Georgia State Clearinghouse
270 Washington Street, SW, 8th Floor
Atlanta, Georgia 30334
Telephone: (404) 656-3855
FAX: (404) 656-7901
gach@mail.opb.state.ga.us

ILLINOIS

Roukaya McCaffrey
Department of Commerce and Economic
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620 East Adams, 6th Floor
Springfield, Illinois, 62701
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IOWA

Kathy Mable
Iowa Department of Management
State Capitol Building Room G12
1007 E Grand Avenue
Des Moines, Iowa 50319
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FAX: (515) 242-5897
Kathy.Mable@iowa.gov

KENTUCKY

Ron Cook
The Governor's Office for Local Development
1024 Capital Center Drive, Suite 340
Frankfort, Kentucky 40601
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FAX: (502) 573-2512
Ron.Cook@Ky.Gov

MAINE

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184 State Street
38 State House Station
Augusta, Maine 04333
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(direct): (207) 287-1461
FAX: (207) 287-6489
joyce.benson@state.me.us

MARYLAND

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Review
Maryland Department of Planning
301 West Preston Street, Room 1104
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MICHIGAN

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Southeast Michigan Council of Governments
535 Griswold, Suite 300
Detroit, Michigan 48226
Telephone: (313) 961-4266
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pfaff@semcog.org

MISSISSIPPI

Mildred Tharpe
Clearinghouse Officer
Department of Finance and Administration
1301 Woolfolk Building, Suite E
501 North West Street
Jackson, Mississippi 39201
Telephone: (601) 359-6762
Fax: (601) 359-6758

MISSOURI

Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Truman Building, Room 840
Jefferson City, Missouri 65102

Telephone: (573) 751-4834
FAX: (573) 522-4395
igr@mail.oa.state.mo.us

NEVADA

Michael Stafford
Department of Administration
State Clearinghouse
209 E. Musser Street, Room 200
Carson City, Nevada 89701
Telephone: (775) 684-0209
FAX: (775) 684-0260
mstafford@budget.state.nv.us

NEW HAMPSHIRE

MaryAnn Manoogian
Director, New Hampshire Office of
Energy and Planning
Attn: Intergovernmental Review Process
Benjamin Frost
57 Regional Drive
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Telephone: (603) 271-2155
FAX: (603) 271-2615
irp@nh.gov

NEW YORK

Linda Shkrell
Office of Public Security
Homeland Security Grants Coordination
633 3rd Avenue
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NORTH DAKOTA

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RHODE ISLAND

Joyce Karger
Department of Administration
One Capitol Hill
Providence Rhode Island 02908-5870
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FAX: (401) 222-2083
jkarger@doa.state.ri.us

SOUTH CAROLINA

SC Clearinghouse
Budget and Control Board

Office of State Budget
1201 Main Street, Suite 950
Columbia, South Carolina 29201
Telephone: (803) 734-0494
FAX: (803) 734-0645
clearinghouse@budget.state.sc.us

TEXAS

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Governor's Office of Budget and Planning
P.O. Box 12428
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dfrancis@governor.state.tx.us

UTAH

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Governor's Office of Planning and Budget Utah
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WISCONSIN

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Wisconsin Department of Administration
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AMERICAN SAMOA

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Department of Commerce
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GUAM

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Bureau of Budget and Mgmt. Research
Office of the Governor
P.O. Box 2950
Agana, Guam 96910
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NORTH MARIANA ISLANDS

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Office of Management and Budget
Office of the Governor
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omb.jseman@saipan.com

PUERTO RICO

Jose Caballero / Mayra Silva
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P.O. Box 41119
San Juan, Puerto Rico 00940-1119
Telephone: (787) 723-6190
FAX: (787) 722-6783

VIRGIN ISLANDS

Ira Mills
Director, Office of Management and Budget
41 Norre Gade Emancipation Garden Station,
Second Floor
Saint Thomas, Virgin Islands 00802
Telephone: (340) 774-0750
FAX: (787) 776-0069
Irmills@usvi.org

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to ephillips@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the OMB website at <http://www.whitehouse.gov/omb/grants/spoc.html>.

IX. FREQUENTLY ASKED QUESTIONS

General

What steps can I take to maximize my chances of receiving a grant?

- Before preparing your application, read the application package carefully and completely.
- Follow all of the instructions exactly.
- If you're uncertain about any aspects of this application package, review the Frequently Asked Questions or contact the competition manager for clarification.
- Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priority or the additional requirements for this grant competition, it will not be considered for funding.
- A panel of three persons from the mental health, child trauma, crisis recovery, or child and adolescent development and other fields will review your application. Be sure to organize your application clearly, provide requested information in a comprehensive manner, and respond to each selection criterion thoroughly. Reviewers are not permitted to give you "the benefit of the doubt"; therefore, if it is not in your application, they cannot award points for it.
- Be sure that your application includes a budget request (ED Form 524) and complete narrative justification.
- Be sure to transmit your application on or before the deadline date of May 16, 2005.

This competition has a "supplement, not supplant" provision. What does this mean?

This provision requires that applicants not use grant funding to pay for any services or functions that would be covered as an ordinary function or service. Based on Federal regulations, if a grantee decides to charge indirect costs to a program that has a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds, the grantee must use a **negotiated restricted indirect cost rate**. Your organization must submit proof of a **negotiated restricted indirect cost rate** with the application if you are planning to claim indirect costs.

What is an indirect cost rate?

An indirect cost is an expense that you incur that is necessary to implementing the grant, but may be difficult to identify with your grant. For example, indirect costs may include money spent for heat, light, rent, telephone, security, accounting, and Internet use.

If your organization prefers to use all of its grant funds for direct project costs, you are not required to charge the grant for indirect costs. If you wish to charge indirect costs, however, *you must use a **negotiated restricted indirect cost rate** for this competition.*

For more information, please see: <http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>.

How do I obtain a negotiated, restricted indirect cost rate?

Your organization may already have a negotiated, restricted indirect cost rate with a Federal government agency. If your organization has not negotiated this rate in the past, please contact Katrina McDonald with the Department of Education's Indirect Cost Group at 202-377-3838 or Katrina.Mcdonald@ed.gov.

Who in my organization may be able to provide information about our negotiated, restricted indirect cost rate?

If you do not know your negotiated, restricted indirect cost rate, please contact your business office. Please note, you will need to submit proof of this cost rate, such as a signed letter or a page from a state web site.

For my GEPA 427 statement (see page 20), is it adequate to state that our organization does not discriminate on the basis of race, religion, sex, etc.?

No. An organization's non-discrimination statement is not sufficient to meet the GEPA requirements. A GEPA statement should outline an entity's potential barriers and solutions to equal access.

What should I use as the start date?

Should you receive a grant, the start date for a project may have to be flexible, depending on when funds can be awarded. We expect that grants will be awarded in late August, so please plan for a date soon thereafter. If necessary, your proposed project start date will be modified to a date shortly after the award date.

Electronic Application

If I am submitting my application electronically, how should I submit the signed face sheet (and other required forms)?

If you are submitting an electronic application, you are required to fax the signed face page and the required assurances to the Department of Education in accordance with the instructions listed elsewhere in this application package. After reviewing the instructions, please fax assurances to: (202) 245-6272.

Eligibility

Who is eligible to apply?

This grant competition is open to State educational agencies, local educational agencies, and Indian tribes.

May I submit an application on behalf of my local school?

The only eligible recipients are state educational agencies, local educational agencies, and Indian Tribes. One of these entities must be the applicant for funding.

What are some of the circumstances that a grant application that is submitted for funding under this competition be deemed ineligible for review?

An application submitted for funding under this competition will be deemed ineligible for funding if it does not meet the absolute priority and/or does not include the required preliminary Interagency Agreement. Also, any LEAs or consortia of LEAs that have received funds or services under the Safe Schools/Healthy Students Initiative (SS/HS) or will receive funds under the FY 2005 competition are not eligible for funding under this program.

Could my LEA apply for funds under this grant competition if we have also applied for SS/HS?

Yes. Your LEA is welcome to apply to both competitions in FY 2005. If you are deemed qualified for funding under both competitions, you will receive the larger and more comprehensive of the awards.

Why are SS/HS grantees ineligible for funding under this competition?

The Grants for the Integration of Schools and Mental Health Systems program is duplicative or redundant with the mental health component of SS/HS. As the Grants for the Integration of Schools and Mental Health Systems will fund infrastructure development and integration efforts, rather than direct services or sustainability efforts, and SS/HS grantees should have already completed this work (or will complete this work) with their funds as part of a comprehensive program. As such, we have decided to fund those who have not yet had the opportunity to do any of this work or do not have the community capacity to undertake an entire SS/HS project.

Competition-Specific Questions**What are the program elements that applicants must address?**

A project funded under this absolute priority must include all of the following activities:

- (1) Enhancing, improving, or developing collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.
- (2) Enhancing the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.
- (3) Providing training for the school personnel and mental health professionals who will participate in the program.
- (4) Providing technical assistance and consultation to school systems and mental health agencies and families participating in the program.
- (5) Providing linguistically appropriate and culturally competent services.
- (6) Evaluating the effectiveness of the program increasing student access to quality mental health services, and make recommendations to the Secretary about sustainability of the program.

Does the applicant need to address all six program elements to be considered for this competition?

Yes. Applicants that do not address all six required program elements will be considered non-responsive to the absolute priority for this program.

Is there a minimum or maximum amount that may be requested to support a project?

No. Although the application package includes an estimated range of awards, an applicant should request the amount needed to support the goals, objectives and scope of the proposed project, including a detailed justification for that amount.

May grant funds be used to support professional development activities?

Yes, as long as the activities directly support the purposes of the grant.

Who can be trained under this grant?

School personnel can be trained under this grant, as long as the training directly supports the goals and purposes of the grant.

What is the project and budget period for these grants?

18 months.

What is the deadline date for transmittal of applications under this grant competition?

May 16, 2005.

May I get an extension of the deadline date?

Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described under the section on e-Applications. Under very extraordinary circumstances the Department may change the closing date for a grant competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

Will this grant pay for hiring staff?

This grant should not pay for direct services, but rather for the integration of schools and mental health service systems. However, funds can be used to hire a project director to coordinate project efforts.

Will this grant pay for direct mental health services for students?

No.

Are we required to hire an external evaluator?

No. You are not required to hire an external evaluator, though this is allowable in this program. Many grantees find this expertise useful.

Should we include resumes for key staff?

Yes, if key staff for the project have been identified.

Do I need to submit a budget narrative for each year?

The budget period will be one 18-month period. Please submit a budget narrative that reflects this one 18-month budget period. For additional guidance on preparing a budget narrative, please see http://www.ed.gov/admins/grants/apply/techassist/resource_pg8.html.

Is there a conference registration fee for the Office of Safe and Drug-Free Schools conference?

There will be a conference registration fee for the Office of Safe and Drug-Free Schools Conference. In 2005, this fee was approximately \$250. Please budget accordingly, as attendance at this conference is required for grant recipients.

Who must sign the preliminary Interagency Agreement (IAA)?

The preliminary IAA submitted with the application must contain the signatures of an authorized representative of (1) one or more SEAs or LEAs or Indian tribes; (2) one or more juvenile justice authorities; and (3) one or more State or local public mental health agencies.

What is the difference between the preliminary Interagency Agreement and the final Interagency Agreement?

Applicants must develop and submit a preliminary IAA and include that agreement with their application. This preliminary IAA will designate a lead agency for the program, identify key partners for the program, and include all other items of information for the preliminary IAA (submitted at the time of application) listed in Additional Requirements.

Should an applicant receive an award, recipients will be required to provide proof of the project's final interagency agreement to the Department of Education detailing all requirements listed in the absolute priority 12 months after receipt of the grant.

Who do I contact for more information about this grant competition?

Dana Carr, Program Specialist, U.S. Department of Education, 400 Maryland Avenue, SW – Room 3E242, Washington, DC 20202-6450, Phone: 202/260-0823, Fax: 202/260-7767, E-mail: dana.carr@ed.gov

X. APPENDICES AND FORMS

- Authorizing Legislation – Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Title V – Section 5541
- Application for Federal Education Assistance (ED Form 424)
- Budget Information – Non-Construction Programs (ED Form 524)
- Assurances - Non-Construction Programs (Standard Form 424B)
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED Form 80-0013)
- Disclosure of Lobbying Activities (Standard Form – LLL)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions (ED Form 80-0014)
- Survey on Ensuring Equal Opportunity for Applicants
- Important Notice to Prospective Participants (ED Form 5348)
- Grant Application Receipt Acknowledgement
- Application Package Preparation Checklist

IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

Failure to meet a deadline will mean that an applicant will be rejected without any consideration.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. Six-month or one-year subscriptions to the daily, official Federal Register may be ordered from the U.S. Government Printing Office at the following Web site: <http://bookstore.gpo.gov/regulatory/fed-reg.html>. The Federal Register Complete Service also is available in microfiche on the same Web page. In addition, the Federal Register is available on-line for free on Government Printing Office (GPO) Access: <http://www.access.gpo.gov/nara>. Depository Library location and Federal Register services: http://www.archives.gov/federal_register/index.html.

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register. Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, D.C. 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Acquisition Regulations and implementing Department of Education Acquisition Regulations.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP). All of ED's RFPs are now available on-line for downloading at the following Web site: <http://www.ed.gov/offices/OCFO/contracts/2cbd.html>.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP. Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal, which is non-responsive to the RFP. Six-month or one-year subscriptions to the CBD may be ordered from the U.S. Government Printing Office at the following Web site: <http://bookstore.gpo.gov/regulatory/cbd.html>. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1. The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In addition, the Commerce Business Daily is available on-line for free at the following Web site: <http://cbdnet.access.gpo.gov>. The Federal Acquisition Regulations are available on-line at the following Web site: <http://www.arnet.gov/far>.

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within 15 days from the closing date, call the U.S. Department of Education's Application Control Center at 202/708-9493.

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

Department of Education Web site - <http://www.ed.gov>

Office of the Chief Financial Officer Web Page – <http://www.ed.gov/offices/OCFO/>

AUTHORIZING LEGISLATION
SECTION 5541, PART D, SUBPART 14
TITLE V, ESEA

SUBPART 14-- GRANTS FOR THE INTEGRATION OF SCHOOLS AND MENTAL HEALTH SYSTEMS

- (a) **AUTHORIZATION-** The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, State educational agencies, local educational agencies, or Indian tribes, for the purpose of increasing student access to quality mental health care by developing innovative programs to link local school systems with the local mental health system.
- (b) **DURATION-** With respect to a grant, contract, or cooperative agreement awarded or entered into under this section, the period during which payments under such grant, contract or agreement are made to the recipient may not exceed 5 years.
- (c) **USE OF FUNDS-** A State educational agency, local educational agency, or Indian tribe that receives a grant, contract, or cooperative agreement under this section shall use amounts made available through such grant, contract, or cooperative agreement for the following:
 - (1) To enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.
 - (2) To enhance the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.
 - (3) To provide training for the school personnel and mental health professionals who will participate in the program carried out under this section.
 - (4) To provide technical assistance and consultation to school systems and mental health agencies and families participating in the program carried out under this section.
 - (5) To provide linguistically appropriate and culturally competent services.
 - (6) To evaluate the effectiveness of the program carried out under this section in increasing student access to quality mental health services, and make recommendations to the Secretary about sustainability of the program.
- (d) **APPLICATIONS-** To be eligible to receive a grant, contract, or cooperative agreement under this section, a State educational agency, local educational agency, or Indian tribe shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. The application shall include each of the following:
 - (1) A description of the program to be funded under the grant, contract, or cooperative agreement.
 - (2) A description of how such program will increase access to quality mental health services for students.
 - (3) A description of how the applicant will establish a crisis intervention program to provide immediate mental health services to the school community when necessary.
 - (4) An assurance that —
 - (A) persons providing services under the grant, contract, or cooperative agreement are adequately trained to provide such services;
 - (B) the services will be provided in accordance with subsection (c);
 - (C) teachers, principal administrators, and other school personnel are aware of the program; and
 - (D) parents of students participating in services under this section will be involved in the design and implementation of the services.

- (5) An explanation of how the applicant will support and integrate existing school-based services with the program to provide appropriate mental health services for students.

An explanation of how the applicant will establish a program that will support students and the school in maintaining an environment conducive to learning.

(e) INTERAGENCY AGREEMENTS-

- (1) DESIGNATION OF LEAD AGENCY- The recipient of each grant, contract, or cooperative agreement shall designate a lead agency to direct the establishment of an interagency agreement among local educational agencies, juvenile justice authorities, mental health agencies, and other relevant entities in the State, in collaboration with local entities and parents and guardians of students.
- (2) CONTENTS- The interagency agreement shall ensure the provision of the services described in subsection (c), specifying with respect to each agency, authority, or entity—
 - (A) the financial responsibility for the services;
 - (B) the conditions and terms of responsibility for the services, including quality, accountability, and coordination of the services; and
 - (C) the conditions and terms of reimbursement among the agencies, authorities, or entities that are parties to the interagency agreement, including procedures for dispute resolution.
- (f) EVALUATION- The Secretary shall evaluate each program carried out by a State educational agency, local educational agency, or Indian tribe under this section and shall disseminate the findings with respect to each such evaluation to appropriate public and private entities.
- (g) DISTRIBUTION OF AWARDS- The Secretary shall ensure that grants, contracts, and cooperative agreements awarded or entered into under this section are equitably distributed among the geographical regions of the United States and among urban, suburban, and rural populations.
- (h) RULE OF CONSTRUCTION- Nothing in Federal law shall be construed—
 - (1) to prohibit an entity involved with a program carried out under this section from reporting a crime that is committed by a student to appropriate authorities; or
 - (2) to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student.

SUPPLEMENT, NOT SUPPLANT- Any services provided through programs carried out under this section must supplement, and not supplant, existing mental health services, including any services required to be provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Use This Checklist in Preparing Your Application Package

- ❑ Application for Federal Education Assistance (ED Form 424) has been completed according to the instructions and includes the nine-digit D-U-N-S Number and Tax Identification Number.
- ❑ Application for Federal Education Assistance (ED Form 424) has been signed in black ink and dated by an authorized official and the signed original has been included with your submission.
- ❑ One signed original and two copies of the application (including ED Form 424 and appendices), plus one voluntarily submitted additional copy have been included. All copies are unbound. Each page is consecutively numbered.

Each copy of the application must include the following sections:

- ❑ Application for Federal Education Assistance (ED Form 424)
- ❑ Table of Contents
- ❑ Project Abstract
- ❑ Project Narrative (up to 30 pages double-spaced)
- ❑ Budget Information Form (ED Form 524) and budget narrative
- ❑ Assurances—Non-Construction Programs (ED Form 424B), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Certifications Regarding Lobbying (ED Form 80-0013), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Disclosure of Lobbying Activities (Standard Form – LLL), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Certification Regarding Debarment (ED Form 80-0014), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ A narrative response to the GEPA 427 provision, describing the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- ❑ Copy of Applicant's Letter to State Single Point of Contact on letterhead (if your state participates)
- ❑ A copy of the applicant's preliminary Interagency Agreement with signatures of authorized representatives of required entities and narrative detailing the tasks listed in the absolute priority
- ❑ A copy of the program-specific assurance signed by an authorized representative

Deadline Date: Applications must be postmarked or hand delivered by May 16, 2005.

XI. PROGRAM SPECIFIC ASSURANCE

If you are submitting an electronic application, you must print out the form below, completing, and fax it (along with the ED 424) to the Application Control Center at 202-245-6272 within three (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.

As the duly authorized representative, I certify that:

1. The persons providing services under the grant are adequately trained to provided such services;
2. The services will be provided in accordance with the program's absolute priority;
3. Teachers, principal administrators, and other school personnel are aware of the program; and
4. Parents of students participating in services under this section will be involved in the design and implementation of the services.
5. If my LEA has received or receives a Department of Education Emergency Response and Crisis Management Grant (ECRM) (CFDA 84.184E), we will coordinate mental health services activities under this grant with those planned under our ECRM grant.
6. If my state is funded under the Department of Health and Human Services' Substance Abuse and Mental Health Services Administration 's Mental Health Transformation State Infrastructure Grants (MHTSIG), we will coordinate school mental health services integration with the efforts planned under MHTSIG.

Signature of Authorized Certifying Official

Title

Applicant Organization

Date

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202-4725

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

DATED MATERIAL – OPEN IMMEDIATELY

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